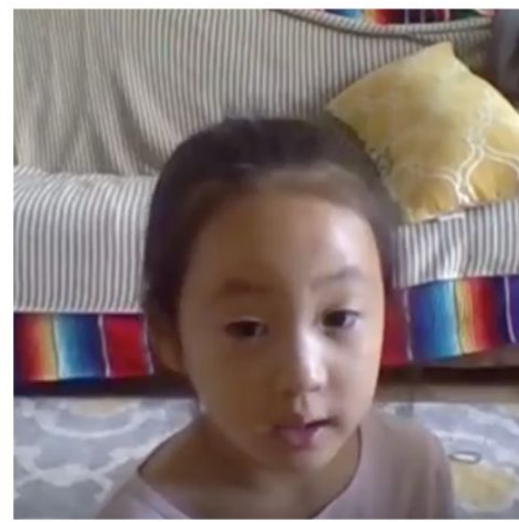


The Project

BACKGROUND INFORMATION

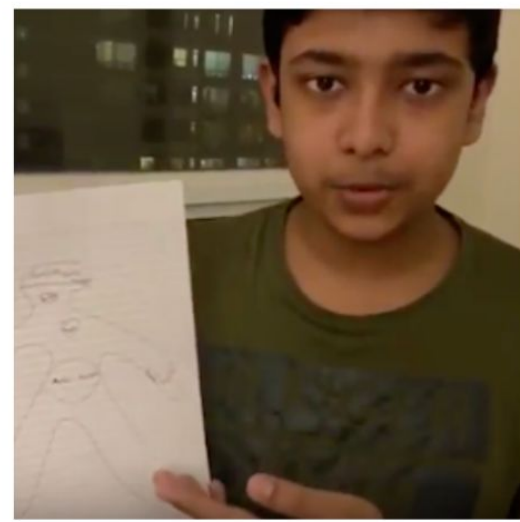
- Continuation of a previous project that took place in Ontario to understand multilingual students' emotions through translanguaging.
- They created video projects for multilingual students called MeMaps using FlipGrid.
- MeMaps prompted students with topics to talk about; "Places Lived," "Your Timeline," "Your Family in Canada," "Imagine Yourself in 10 Years," etc.
- Video responses were uploaded to the MeMapping website, where they were separated into different age groups; 6-8 years old (Primary), 9-11 years old (Junior), 12-14 years old (Intermediate), 15-20 years old (Senior).



6-8 years old (Primary)



9-11 years old (Junior)

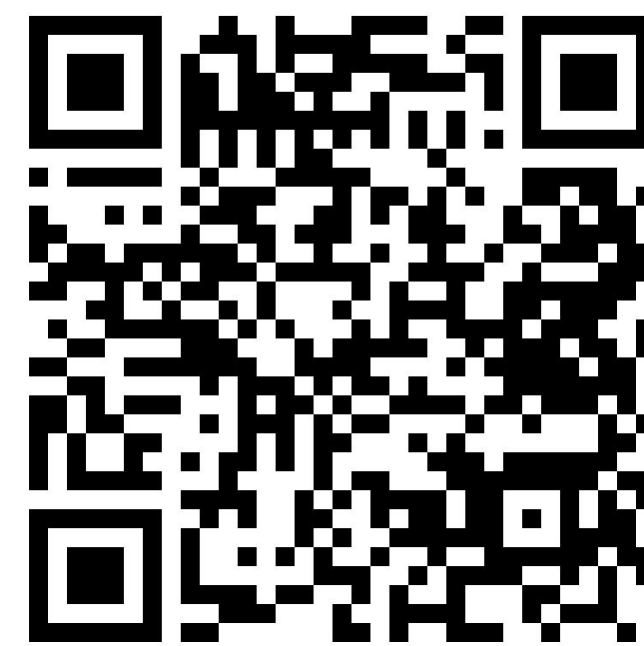


12-14 years old (Intermediate)



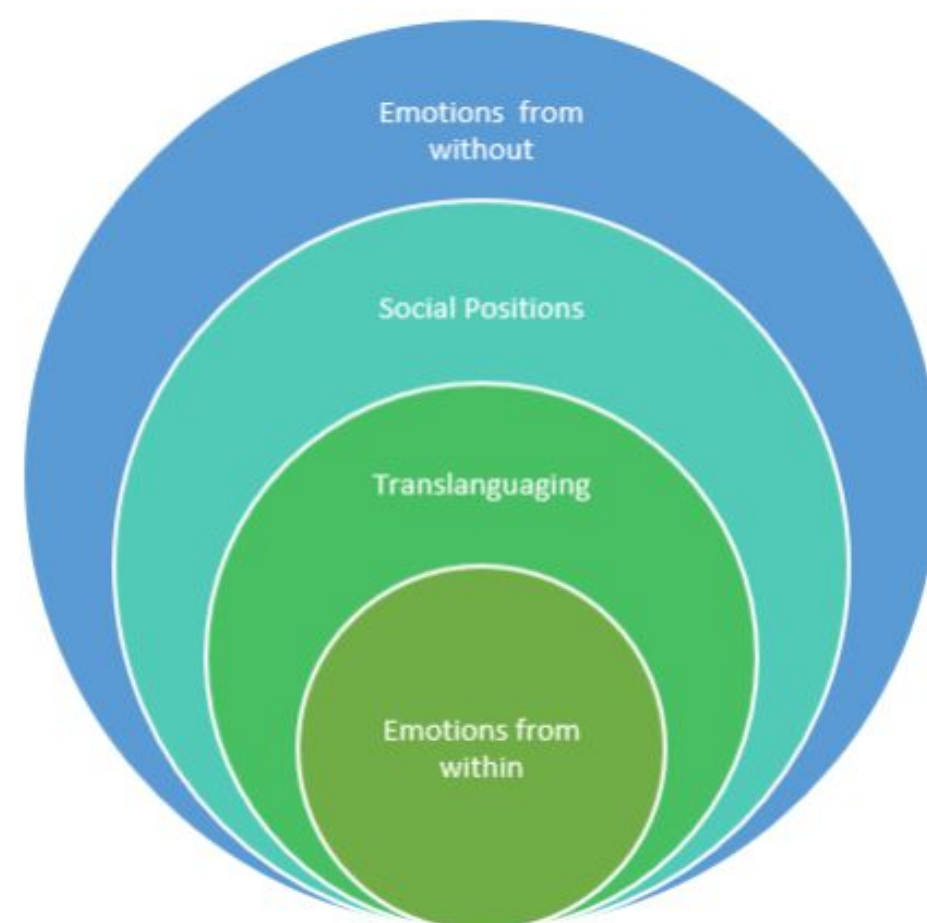
15-20 years old (Senior)

MeMapping website:



Theoretical Framework

Translanguaging, identity as position, and sociality of emotion are the three theories that were focused on during this research (Brubacher, 2022).



Brubacher (2022)

What I Did

MY WORK

- Transcribed MeMapping videos
- Coded transcripts into 3 categories; Identity, Emotion, and Language & Literacies
- Coded each category into smaller ones; Age, Happy, Learning English, etc.
- Made a condensed list of codes; Moving towards, Moving Away From, Violence, etc.
- Completed 20 literature reviews
- Co-Wrote an academic article

WHAT I LEARNED

- How to conduct qualitative research
- How to think critically
- What the process of co-writing an article looks like

Translanguaging and Emotion

- Creating spaces of translanguaging fosters a sense of safety, community and equity amongst students (Dryden et al., 2021; Menken & Sanchez, 2019; Van Gorp, K., & Verheyen, S., 2024; Williams, D. G., 2023).
- Emotions are strongly related to translanguaging because feelings can be expressed differently across varying languages (Wahyudi, R., 2023).

Abiha (age 12) shared about her school friend, which we saw as revealing a deep sense of belonging:

I have one special friend. She understand what I say sometimes and she's from Syria. She speak the same language I do. When I, when I need her help, she understand likes what I'm saying, and if some stuff are happening for me in Syria and I have to tell like what I feel so she understand that what I am feeling too because this is already happened with her so she feels how the way I am feeling.

Daisy (age 18) stated how comfortable she is when expressing her emotions in her native language:

In addition, Mandarin is more easily for me to illustrate my own feelings to my best friends or my family.



Language and Power

- It's more likely for students who are bi/multilingual to adopt the dominant language because it is deemed more powerful, and schools are the most prominent places where there is "inequitable dynamics between languages" (Kaveh, & Lenz, 2022).
- Institutions can marginalize other languages and deem them as less important (Van Gorp & Verheyen, 2024).
- Anxiety and low self-esteem can occur when multilingual students are placed in a monolingual classroom because they may feel different (Cenoz et al., 2022).

Rashida (age 16) expressed feelings of low self esteem when speaking English:

And ah and I practice it is ya and I'm so happy but the last year when or when I come to Canada I was so sad and I hate myself because when ah I was don't I speak English very well and I am so shy, and when I do presentation all student be bored because I am talk slowly and the word not clear.



Initial Findings

1. Children felt very strongly that school was important
2. Students easily made friendships with same language peers
3. Lots of expression of gratitude
4. Moved away from violence both in Canada and abroad